**K-5Math Lesson Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Teacher:** | | | **Grade:** | | | **Date(s)**: |
| **Unit Title: Count Numbers 0-30** | | | | **Corresponding Unit Task: Let’s Go on a Scavenger Hunt-write numbers 0-20.** | | |
| **Essential Question(s): How are numbers arranged?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **c.d. Greg and Steve, vol.2 (Number Rock song-song 2); number chart with numbers 1-20.** | | **Student:**  **Each student will have one number card. Numbers 1—20. (If more than 20 students, repeat some numbers).** | | | **count** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:K.CC.2 , K.CC.3 (power standards); K.CC.1** | | | | | |
| **I Can Statement(s): I can recognize numbers 0-20. I can arrange the numbers in numerical order, 0-20.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Teacher will play Number Rock song. Students will listen to the song the first time. Students will join in and try to sing along the second time. | | | | | |
| **Teacher Directed: In the Number Song, we sang the numbers 1-20. This is how the numbers 1-20 look (see number chart). I am going to give each of you a number (number card). Let’s say the numbers together. Point to one on chart, and ask “who has one?” Continue doing this through 20.** | | | | | |
| **Guided Practice: Let’s play the Number Rock song again. This time, when you hear your number in the song, and see me point to your number on the chart, hold up your number card.** | | | | | |
| **Independent Practice: Now we are going to arrange our number cards in numerical order. Let’s look at the number chart and see what number comes first. Then child with number 1 card will stand (wherever teacher directs) and help the children one at a time, line up in numerical order.** | | | | | |
| **Closing/Summarizing Strategy: Now that you are standing in numerical order, let’s do the song one more time and hold up your number card when you hear your number and see me point to your number on the number chart.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Placing number cards in order on a number chart independently (numbers 1-20). If able, child can also begin writing the numbers 1-20. | | | Try the activity again, with only numbers 1-10. | | | Teacher shows child the number, and tells child the name of the number, and asks child to locate that number. |
| **Assessment(s): Teacher informally assesses during activity to see if each child holds up the number card when their number is spoken.** | | | | | | |
| **Teacher Reflection:** (Next steps?)  Each child can be given a number chart, and order the numbers independently with number cards 1-20. | | | | | | |